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NEW MEXICO NORMAL UNIVERSITY BULLETIN

NO. 17

JUNE

1909

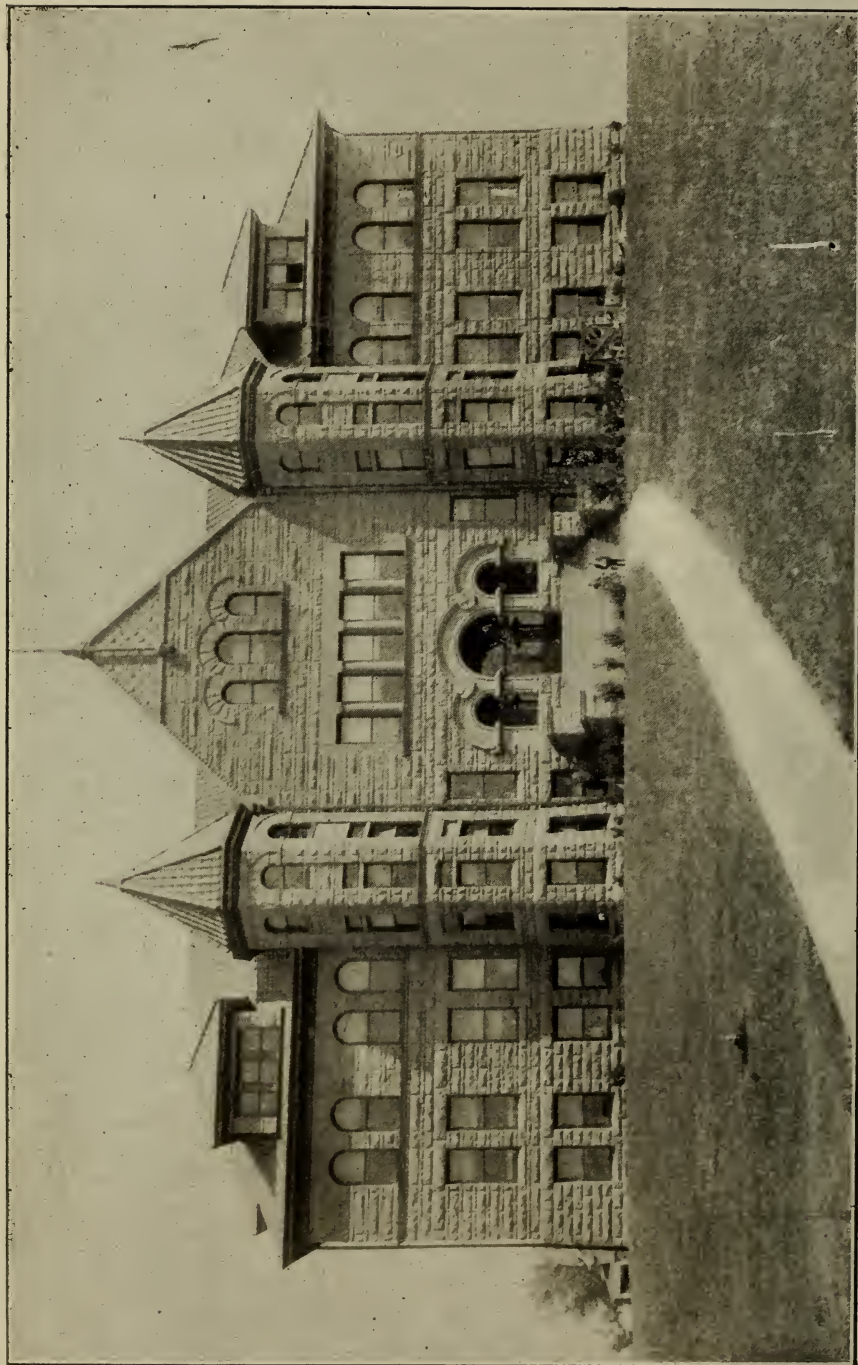
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TWELFTH
ANNUAL CATALOGUE
1908-9

ANNOUNCEMENTS
1909-10

PUBLISHED BY THE NEW MEXICO NORMAL UNIVERSITY IN JANUARY,
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OPTIC PUBLISHING COMPANY
East Las Vegas, N. M.

CALENDAR FOR 1909-1910

FIRST SEMESTER

Sept. 14, Tuesday.....Registration.
Sept. 15, Wednesday.....Class work begins.
Nov. 12, Friday.....First Quarter ends.
Nov. 15, Monday.....Second Quarter begins.
Nov. 25-26, Thursday-Friday.....Thanksgiving Vacation.
Dec. 3, Friday.....Preliminary Oratorical
Contest.
Dec. 18, Saturday, to Jan. 3, Monday. Christmas Vacation.
Jan. 4, Tuesday.....Session Resumes.
January 28, Friday.....Second Quarter Ends.

SECOND SEMESTER

Jan. 31, Monday.....Registration.
Feb 12, Saturday.....Flag Day.
Feb, 22, Tuesday, holiday.....Washington's Birthday.
April 1, Friday.....Third Quarter Ends.
May 30, Sunday.....Baccalaureate.
June 1, Wednesday.....Class Day.
June 2, Thursday.....Commencement.

SUMMER SCHOOL, 1910

June 7, Tuesday.....Registration.
June 8, Wednesday.. Class Work Begins.
July 28-29, Thursday-Friday.....Examinations for
Teachers' Certificates.

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Graduate of Illinois State Normal University; Graduate of University of Illinois. Prin. High School, Winona, Ill.; Domestic Science, Girls' Industrial Home, Delaware, Ohio.

Antonio Lucero, *Instructor in Spanish.*

College of the Sacred Heart, Las Vegas. Instructor in Spanish, Las Vegas High School; Instructor in private classes for fifteen years; Court Interpreter fourteen years.

* _____, *Instrumental Music.*

* _____, *Art and Vocal Music.*

Cora Barron, *Kindergarten Theory and Methods, and Critic Teacher in Kindergarten.*

Graduate of Stout Institute, Menomonie, Wis.; Graduate of Teachers' College, Indianapolis, Ind.; Student in University of Chicago. Primary teacher at Eau Claire, Wis.; Kindergarten Training teacher and supervisor in Stout Institute.

Ellen F. Daniels, *Critic Teacher in First and Second Grades.*

Mount Morris College; Wells Training School; Northern Indiana Normal University; University of Chicago. Instructor in Primary Grades, Washington, Ill.; at Roswell, N. M.; at Santa Fe, N. M.

Jennie Greenlee, *Critic Teacher in Third and Fourth Grades.*

Graduate Kansas State Normal; post-graduate student in critic work Kansas State Normal. Teacher in Public Schools at Lerdonia, Kan.; at La Sygne, Kan.; at Argentine, Kan.

Mary Adeline Lamb, *Critic Teacher in Fifth and Sixth Grades.*

Teachers' College, Columbia University, Missouri University. Instructor in Teachers' College University of Missouri; Instructor, University of Porto Rico.

Margaret M. Healey, Ph. B., *Critic Teacher in Seventh and Eighth Grades*

Ph. B., University of Vermont; Student in Michigan Normal. Teacher in Public Schools, New Bedford, Mass.; Wallingford, Vermont; and in United States Indian School at Hayward Wisconsin.

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B. S., Northern Indiana Normal University; A. B., Northern Indiana Normal University. Instructor in Jennings Seminary; Normal School, Bushnell, Ill.; Fulton College; Mission Schools, Porto Rico.

Mrs. W. H. Vigus, *Stenography and Typewriting.*

Student in Art Institute, Chicago; Graduate of Zanerian College, Columbus, Ohio. Instructor in Penmanship and Drawing, Public Schools, Osage, Iowa; Instructor in Stenography and Typewriting, Live Oak, Florida, Business College.

*To be supplied,

General Information

HISTORY OF THE INSTITUTION

The New Mexico Normal University was created by an act of the territorial legislature in 1893 under the name of the "New Mexico Normal School at Las Vegas." The building was not ready for school work to begin until October 3, 1898. On this date President Edgar L. Hewitt and a faculty of four members began with an enrollment of 93 students. In 1899 the legislature changed the name to "The New Mexico Normal University" because it was decided to enlarge the scope of work done by the institution. In pursuance of this plan a manual training department and a kindergarten were added, later a domestic science department, a kindergarten training department and a sub-normal department were also added. With the exception of the small amount collected from the nominal tuition fee in certain departments, the Normal University is maintained wholly by funds appropriated by the legislature. The institution has an endowment of 50,000 acres of public land, the proceeds from the rental of which are used for maintenance, while receipts from the sale of lands are used for permanent improvement. So far little has been realized from this land.

PURPOSE

The primary purpose of the New Mexico Normal University is the training of teachers for the public schools of this Territory. It offers a variety of courses to meet the needs of various classes of persons: first, high school graduates who wish a full course of professional instruction and training fully equivalent to that of the best Eastern normal schools; second, persons who have not had the full high school course, and who desire academic work of high school grade in preparation for advanced normal work, or for college; third, those who are unable to spend the time required for a full normal course, and who wish to prepare for county teachers' certificates; fourth, those who wish work in the common branches, and especially in the English language as a preparation for teaching in the rural schools.

Those who are preparing to teach must not only take a strong course in preparation for the work, but must do actual teaching under the supervision of the faculty, and have their work criticised by a competent critic teacher.

CHARACTER TRAINING

It is believed that the training of pupils to be good citizens is the highest aim that an institution can have. It is the aim of those at present in charge to lay very great emphasis on everything that makes for good citizenship. If a man is to be honest in his business dealings, he must be honest as a school boy. The same sense of honor must control one's actions in school that should control his actions in later life. A boy is made to feel that cheating in class is not training for honest dealings in his business life. A good citizen must be interested in the welfare of the community as well as in his own personal welfare, so pupils in school should be taught to consider the interests of the school as well as their own interests. They should be taught to sacrifice their own personal pleasure and especially questionable pleasures, in the interest of the entire student body. Students are taught to be trustworthy by being trusted. As self-control is the real ultimate aim of education, and the essential condition of good citizenship and even of civilization, much emphasis is laid on self-control in all the departments of the institution. The efforts made in this direction have been amply rewarded by the results obtained. Pupils are made to realize the folly of the old notion that students and teachers are necessarily enemies. They are taught that the only sensible way is for students and teachers to be friends. This not only results in greater efficiency, in better results in school work, but it makes school life far more pleasant for pupils as well as teachers.

STANDING OF THE INSTITUTION

Graduates from the academic department of the Normal University are admitted without examination to some of the best universities in the country. A diploma from the normal department is recognized by the state board of education of California, that is, a holder of such diploma receives a certificate to teach in California without examination. This is not true of any other institution in New Mexico. No doubt the rather extensive work done along professional lines by the students of this institution accounts for the recognition which California has given. Along these particular lines more work is offered here than is offered in many of the Eastern state normal schools.

GROWTH

Within ten years the enrollment of the institution has increased from 93 to about 350. The present enrollment would be much larger but for the fact that lack of room has made it necessary to turn away 30 or 40 applicants. Unless provision is made for more room no more students can be received except in the higher departments.

One encouraging feature is that so many of our students come from other points than Las Vegas. Naturally those who are in the lower grades of the training school are mainly from Las Vegas and community, but those in the other departments come from various parts of New Mexico and from other states. Seventy-five have enrolled from places other than Las Vegas, this school year. There are, at present fourteen counties represented, with prospects for many more next semester. There are students here from thirteen different states. Many of these will make their home in New Mexico, and will be a very valuable addition to the Territory's population. Many prospective land buyers make their decision on the basis of the educational advantages which their children will have here.

DEPARTMENTS*

Normal and academic: Reference has been made to the normal department, which is designed to give professional training to those who expect to teach, and also to the academic department which is preparatory to the normal department.

In the normal department, as already stated, the course offered is stronger along professional lines than the course in many of the state normal schools of the East. It is our desire to make it stronger still, till it will be second to no institution of its kind in the country. We are also anxious to strengthen the academic course.

Manual Training: In the manual training department an effort is made to teach boys and girls how to use their hands as well as their heads. It is a well recognized fact that manual training gives valuable mental training. Even if it did not do this, it would no doubt be justified on the basis that it teaches pupils the use of tools. The girls have demonstrated the fact that they are not inferior to the boys in this department. Many excellent pieces of furniture have been turned out by both boys and girls. Special stress is being laid on this kind of work for Spanish-speaking students. It is believed that this kind of work will be very valuable for them, and that they will be able to render greater service to their people as a result of their training in this line.

*A more detailed account of the work of the various departments will be found further on in this catalogue.

Domestic Science: The domestic science department gives girls a very valuable training in many things of the greatest importance in the home. They are taught all kinds of plain and fancy sewing, including mending, patching, darning, and so on. Both the useful and the ornamental receive attention. Girls also receive thorough training in cooking. This work is not only theoretical, but practical. They not only study the chemistry and composition of foods, make experiments, tests, and so on, but they do practical work in the kitchen which is connected with the institution. They are made to prepare quite a variety of dishes; in other words, it may be said that they are taught to do plain and fancy cooking. Cooking for the sick or the convalescent receives attention, as do methods of serving, economy, and skill in general housework.

Sub-Normal: The sub-normal department was established for the special benefit of the Spanish-speaking students who do not know enough English to go into the regular classes. Much emphasis is laid on the teaching of English in the case of these students, and as soon as possible they are transferred to the regular classes.

Believing that the welfare of New Mexico depends largely on the rural schools, and believing that for many years to come we must depend on Spanish-speaking boys and girls to teach these schools, we are making a special effort to train them to be teachers. We issued a bulletin in Spanish and distributed it among the Spanish-speaking population for the purpose of interesting boys and girls in the work we are doing. Before very many of these had been sent out we were overrun with applications, and the department is now filled to overflowing. It has been necessary to quit sending out these bulletins, for no more pupils can be accommodated until more room and another teacher can be provided. We have enrolled this year eighty Spanish-speaking boys and girls. More than half of these are grown young men and women who have come from the surrounding counties. It is our desire to double this enrollment, and we can easily do so if means for taking care of them can be provided.

In addition to preparing them to be teachers, we believe it will be of unusual importance to them to have a strong course in manual training and domestic science. While they could get valuable mental training from this work, it is perhaps of more importance in their case that they learn many things of practical value, things that will enable them to have better equipped homes and more home comforts. It is possible, furthermore, that some might use the knowledge gained in these departments in earning a livelihood. It is

SECTION OF BIOLOGICAL AND ARCHAEOLOGICAL MUSEUM



possible also, that they might set an example in their community that would raise the standard for others among whom they live.

Art: The value of art in education is being appreciated now more than ever before. Realizing this, provision has been made for all pupils of the Normal University to have instruction in this line. Only a few, of course, choose to make a specialty of the work and become artists in the real sense, but the opportunity is open to all even in the lower grades to have the culture which this study gives. The work in this department has already attracted considerable attention.

Music: It has been the boast of this institution for years that it has offered advantages in music that far surpass those offered by most institutions of this kind. This year we have offered advantages in piano, guitar, mandolin and voice. There have been chorus classes and glee clubs and also a mandolin club this year which have added much to the pleasure of the students.

There is a training school including a kindergarten connected with the institution; an account of this will be given in the latter part of this catalogue.

EQUIPMENT

The New Mexico Normal University occupies a building which is generally considered the most beautiful and commodious building for educational purposes in the Territory and one of the best in the Southwest. It is a four-story structure of brown stone in the Romanesque style of architecture. The building occupies a commanding situation in the center of the city and faces westward across the valley. The building is heated by steam and lighted by electricity and its equipment is modern in every respect. During the past year the large assembly hall has been remodeled and redecorated. The building contains eleven large class-rooms besides the physical and chemical laboratories, the biological laboratory, the domestic science room, the manual training room, the art room, the assembly hall, the library the gymnasium and the administrative offices.

The library contains 1608 bound volumes exclusive of bound magazines, pamphlets and many hundreds of government publications. The departments of education and psychology contain the most important recent works on those subjects. Over five hundred dollars has been expended during the past year for library accessions in the departments of psychology, education and history. The library also contains a good collection of standard English and American literature. The reading room is supplied with the most important educa-

tional magazines as well as a sufficient number of the popular magazines and weeklies and a few dailies.

The Laboratories, physical, chemical and biological, occupy ample quarters and are fairly equipped for the work done in those departments. No attempt is being made at present to do advanced work in these subjects, but all the courses offered in these departments are thorough laboratory courses.

The Biological Museum contains a collection of several hundred mounted birds, a large collection of butterflies and moths, a good collection of characteristic fauna of New Mexico carefully mounted, and much other illustrative material for both botany and zoology.

The Manual Training rooms contain benches, tools and lathes to accomodate sixteen students at a time. Important additions to the equipment of this department have been made during the past year and still more extensive additions will probably be made before the opening of next session. During the past year the department has received from the E. C. Atkins Company of Indianapolis, Indiana, an exhibit mounted in a heavy oak frame showing all the successive stages in the manufacture of the finest saws from the rough metal to the finished tools.

The Dometic Science department has during the past year occupied two large rooms, one devoted to sewing and the other devoted to cooking. The department has but recently been established and its equipment is not yet complete. The cooking room which is an airy and well lighted room forty feet square with windows on three sides, contains a large range and equipment for a class of twenty-four.

The Normal University owns the most important and extensive archaeological collection to be found in the Territory. This collection, which includes several hundred specimens of pottery, stone and bone implements and baskets dating from prehistoric times, was made by President Edgar L. Hewitt, the first president of the institution, now connected with the Bureau of American Ethnology and Director of the work in American Archaeology in the Archaeological Institute of America. The collection illustrates the life and culture of the primitive peoples, the Cliff Dwellers and Cave Dwellers whose ruined dwellings are found in many parts of New Mexico.

The grounds of the Normal University comprise about four acres, situated on the brow of a hill in the central part of the city and one block from the electric car line. The grounds contain an extensive lawn, play grounds, tennis court and a school garden for the use of the grades in the training school.

COURSES OF STUDY

The following courses have been offered heretofore. Some changes will be made next year in order to extend and strengthen the courses, and to give students a wider range of choices.

ACADEMIC COURSE

Four Years

I.

First Semester

Latin or Spanish
Algebra
English
Physical Geography
Manual Training or
Domestic Science

Second Semester

Latin or Spanish
Algebra
English
Physiology
Manual Training or
Domestic Science

II.

Latin, Spanish, or German
Algebra
Ancient History
English
Manual Training or
Domestic Science

Latin, Spanish, or German
Plane Geometry
Ancient History
English
Manual Training or
Domestic Science

III.

Latin, Spanish, or German
Plane Geometry
English
Mediaeval History
Music

Latin, Spanish, or German
Botany
English
Modern History
Music

IV.

American History
Physics or Chemistry
English
Drawing
Elective in Mathematics or
Language

American History and Civics
Physics or Chemistry
English
Drawing
Elective in Mathematics or
Language

Candidates for admission to the Academic Course are required to have completed the work of the eight grades. Certificates to the effect that this work has been done are accepted from any respectable public or private school, but the right is reserved to require additional preparation in the case of any student who, after a reasonable trial, shows an inability to carry the work. Advanced standing in this course will be given on the basis of credits from high schools, preparatory schools or normal schools.

In the preceding outline of the course, each subject has five daily recitations of 40 minutes each. In the courses in physical geography, physiology, botany, physics and chemistry an additional period is required for laboratory work. One credit is given for one daily recitation throughout the year except that for the courses in manual training, domestic science, music and drawing, one-half credit is given for a daily recitation throughout the year, since but little work outside of class is required. It will be seen, therefore, that the total requirement for graduation is 18 credits.

At least three years of work in foreign languages are required. If Spanish is chosen, at least one year of German or two years of Latin must be taken in addition. No credit will be given toward graduation for one year's work in Latin if second year Latin is not also taken. A detailed statement of the work in the several subjects will be found in subsequent pages of this catalogue.

ADVANCED NORMAL COURSE

Two Years for High School Graduates

I.

First Semester

Psychology
Systematic Pedagogy
Arithmetic Methods
Music
Elective in History, English
or Science
Manual Training or Domestic
Science (optional)

Second Semester

Child Study
Systematic Pedagogy
Geography Methods
Music
Elective in History, English
or Science
Manual Training or Domestic
Science (optional)

II.

School Management
Juvenile Literature
Kindergarten Theory (1st term)
Nature Study Methods (2d term)
Drawing, Painting and Modeling
Observation and Practice
Teaching

History of Education
Reading Methods
Drawing and Writing
Methods
Drawing, Painting and Modeling
Practice Teaching



MANUAL TRAINING CLASSES

The Advanced Normal Course is the professional teachers' course which leads to the five-year territorial teachers' certificate. As will be seen from the above outline, it consists almost entirely of professional work. Only high school graduates are advised to enter this course, but in some cases those who have had only three years of high school work are permitted to do so, thus taking the combined course in five years. This is what is offered in the Full Normal Course described on a subsequent page. It is strongly recommended, however, that every student who wishes to prepare for teaching as a life work, shall take a complete and unabridged high school course, or the full Academic Course in this institution, and follow this with the Two-Year Advanced Normal Course.

During the second semester of the senior year, every candidate for a diploma in this course is required to prepare a thesis on a subject chosen in consultation with the President. This thesis is expected to show ability to do independent library work and connected thinking on an educational topic. A detailed statement of work required in the several subjects mentioned will be found on the following pages of this catalogue.

No student will be graduated from this course who has not shown both willingness and ability to do the work required. While it is unpleasant and embarrassing to withhold a diploma from a student who has spent the required amount of time at the institution, the management will not hesitate to do so in cases where the conditions for graduation have not been fully met. The requirements for graduation are measured in terms of work rather than of time. It is the desire of the faculty of this institution that the graduates in this course shall be in the future, as they have been in the past, thoroughly qualified to fill any position below high school grade in any school in this Territory or elsewhere. The course outlined above is on a par with those of the best normal schools east or west. The reputation of the school must rest largely upon the quality of the work done by teachers who have completed this course. The main purpose of this institution is to produce cultured men and women who are trained to be efficient teachers, and no one will be recommended to any school board or superintendent for employment whose work does not show fidelity, earnestness, intelligence, in short, all of those qualities of mind and character which are essential to the efficient teacher.

KINDERGARTEN TRAINING COURSE

Two Years—For High School Graduates

I.

First Semester

Psychology
Systematic Pedagogy
Kindergarten Theory
Kindergarten Methods: Gifts
Occupations, Games
Music
Manual Training or Domestic
Science (optional)

Second Semester

Child Study
Systematic Pedagogy
Kindergarten Theory
Kindergarten Methods: Gifts
Occupations, Games
Music
Manual Training or Domestic
Science (optional)

II.

School Management
Kindergarten Principles
Juvenile Literature
Drawing, Painting, Modeling
Observation and Practice
Teaching

History of Education
Kindergarten Principles
Methods in Primary Reading
Drawing, Painting, Modeling
Practice Teaching

The Kindergarten is no longer a fad or an experiment. In nearly every progressive community it is now not only an integral part of the school system, but its methods have permeated and influenced the work of higher grades. Whereas formerly the kindergarten was a thing separate unto itself, now the transition from the Kindergarten to the first grade is but a slight step, and methods originally developed in and for the Kindergarten are being found useful and suggestive in higher grades. For various reasons there are few Kindergartens in the Territory of New Mexico, but Kindergarten methods, games, and occupations are being employed in the best primary grades, and from the more important cities are coming calls for the Kindergarten itself.

To meet this demand for efficient Kindergarten teachers, and also the need for primary teachers acquainted with Kindergarten methods, the two-years' course outlined above is offered. It will be observed that it is a variation of the Advanced Normal Course. Like it, it presupposes the full high school course and it leads to the territorial five-year teachers' certificate. It will be seen that the course includes the same amount of work in Psychology, General Pedagogy, School Management, and History of Education that are given in the Advanced Normal Course, with the addition of three credits in courses relating specifically to the Kindergarten. The courses mentioned in the above outline are described in the later pages of this catalogue.

Students in this course have the benefit of observation and practice teaching in the Kindergarten which is connected with the Train-

ing School and which is directed by the instructor in Kindergarten theory and principles.

FULL NORMAL COURSE

I.

First Semester

Latin or Spanish
Algebra
English
Physical Geography
Manual Training or Domestic
Science

Second Semester

Latin or Spanish
Algebra
English
Physiology.
Manual Training or Domestic
Science

II.

Latin, Spanish, or German
Algebra
Ancient History
English
Manual Training or Domestic
Science

Latin, Spanish, or German
Plane Geometry
Ancient History
English
Manual Training or Domestic
Science

III.

English
Plane Geometry
U. S. History
Psychology
Music

English
Botany
U. S. History and Civics
Child Study
Music

IV.

Physics or Chemistry
Systematic Pedagogy
Arithmetic Methods
Drawing, Painting, and Modeling
Elective

Physics or Chemistry
Systematic Pedagogy
Geography Methods
Drawing, Painting, and Modeling
Elective

V.

School Management
Juvenile Literature
Kindergarten Theory (1st Term.) Drawing and Writing Methods
Nature Study Methods (2nd Term.) Practice Teaching
Observation and Practice

History of Education
Reading Methods

The Full Normal Course outlined on the preceding page is a combination of the Academic course and the Advanced Normal course. The purpose of it is to enable students who do not feel able to devote six years to their preparation, to get through in five. Saving time is accomplished by the sacrifice of a certain amount of academic work. The first two years of the Full Normal are exactly the same as the

first two years of the Academic Course. The last year is the same as the last year of the Advanced Normal Course. The third and fourth years are a combination of academic and professional work. The general statements that have been made in connection with the preceding courses also apply to this. The course fully meets the requirements established by the Territorial Board of Education for the five year territorial teachers' certificate, and graduates in this course should be thoroughly competent to teach in the grades in any school in the Territory or elsewhere.

Candidates for the diploma for this course as in the Advanced Normal course are required to present a thesis during the last term of the senior year.

We again express the conviction that those who intend to make teaching a life work and wish to equip themselves as thoroughly as possible for it, will do well to take the full four year Academic (or high school) course and follow this with the Two Year Advanced Normal course rather than attempt to cover the entire ground in five years. The five year course is a concession to the necessities of those who cannot afford to spend six. It affords however a degree and quality of preparation of which no teacher need be ashamed.

THREE YEAR NORMAL COURSE

First Semester

Arithmetic
English
Latin or Spanish
Physical Geography
Manual Training or Domestic
Science

Algebra
English
Psychology
Arithmetic Methods
Music

Systematic Pedagogy
U. S. History
Juvenile Literature
Drawing, Painting, and Modeling
Observation and Practice

I.

Second Semester

Arithmetic
English
Latin or Spanish
Physiology
Manual Training or Domestic
Science

II.

Algebra
English
Child Study
Geography Methods
Music

III.

Systematic Pedagogy
U. S. History and Civics
Reading Methods
Drawing, Painting, and Modeling
Practice Teaching

DEPARTMENT OF INSTRUCTION

ENGLISH

Four years of work are offered in English Composition, Rhetoric and Literature. The purpose of the work in this department is to enable the student to secure an adequate ability in expression and appreciation. It is assumed that students will have at the beginning of the course a good knowledge of English Grammar such as should be obtained by the completion of the eighth grade. The following are the courses arranged by years:

Literature and Composition—(First Year) Students are expected to have, before entering this course, a good knowledge of English Grammar. A text-book (Lockwood and Emerson) is used. Two periods a week are devoted to the study of English and American classics. As prescribed by the college entrance requirements for 1910-11-12, the books read and studied are: Coleridge's *The Ancient Mariner*, Scott's *The Lady of the Lake*, Shakespearê's *The Merchant of Venice*; and Franklin's *Autobiography*. The authors of these books, the times in which they lived, and the times which they represent are studied as well as the contents of the books. Three periods a week are devoted to Composition and Rhetoric work. Care is taken to make the pupil have definite thoughts which he can express in good, pure, forcible English, in a logical manner. Grammar, word study, and the technique of writing are not neglected.

Literature and Composition—(Second Year) This course is really a continuation of the previous course, and as in it, the time is divided into two periods a week of literature, three a week of composition. The text book used is Scott and Denny's *Composition and Rhetoric*. The books read and studied are: Shakespeare's *Julius Caesar*, Scott's *Ivanhoe*, Eliot's *Silas Marner*, Irving's *Sketch Book*, and Tennyson's *Idylls*. The authors, times in which they wrote, etc., are studied, but the real aim is to teach the pupil to appreciate and love the best things that have been written. In this course Art is brought in as much as possible. Three periods a week are devoted to composition, both oral and written. The ground covered includes exposition and argument, diction, and a careful study of prose and poetry.

History of English Literature—(Third Year.) In this course some theme writing is done, but the emphasis of the course is placed upon the study of literature. The aim of this study is twofold: To enable the pupil to understand the printed page, and to cultivate his taste for good literature, his appreciation of great thoughts beautifully expressed. A text-book in the history of English literature is used as a handbook of reference, and the effort is made to understand each classic in its historical setting, as a representative work of its period.

The following works form the basis of the course:—Pancoast's "Introduction to English Literature," Shakespeare's "Macbeth," Milton's "L'Allegro," "Il Penseroso," "Comus," and "Lycidas," Carlyle's "Essay on Burns," Chaucer's "Prologue," Ruskin's "Sesame and Lilies." Other classics will be selected according to the needs of the class.

American Literature and English Grammar—(Fourth Year) The first semester is devoted to the study of American literature as art and as an expression of the life of the American people. The historical setting and the life of the author are treated as important factors in the understanding and the appreciation of each work read. The course is devoted almost exclusively to the poets, essayists, and short-story writers of the nineteenth century. During the second semester a thorough review of English Grammar is given. This review is not confined to the formal grammar of the text-book but aims to present such a comprehensive view of the historical development of the language and of constructions in Anglo-Saxon as may enable the student to understand and explain idioms and constructions in modern English which would otherwise be wholly unintelligible. The course is designed especially for teachers.

Among the books used are Brandner Mathews' "Introduction to the Study of American Literature," Washington's "Farewell Address," Webster's "First Bunker Hill Oration," and selected essays, tales, short stories, and poems from Emerson, Poe, Hawthorne, and Longfellow.

For the course in grammar: Smith's "Our Language—Grammar," (B. F. Johnson, Publishing Co., Richmond, Va.)

HISTORY

Ancient History—The history of the ancient world from the beginnings of the Egyptian and Babylonian Empires until the formation of Charlemagne's Empire, 800 A. D. The work of the first

half year is given to the rise and decline of the Oriental nations and Greece. The Roman Republic, the Roman Empire and the Barbarian Invasions are the subjects for the second half year. The social, religious, economic, and political life of the ancient peoples are given careful consideration, and some of the more significant myths and legends are studied to aid the pupil in getting into the atmosphere and spirit of ancient life.

Mediaeval and Modern European History—This course makes a survey of the history of Western Europe from the organization of the Empire of Charlemagne, 800 A. D., to the present time. No attempt is made to treat all periods or phases of European history with equal emphasis. The rise of the modern nations out of the disorganized and chaotic Europe of the ninth century is carefully traced. Feudalism, the Empire and the Church, the Renaissance, the Reformation, the growth of constitutional government, the French Revolution and the Era of Napoleon, the unification of Germany and Italy, and finally a survey of the present state of the great powers of Europe are leading features of the course. The nations cannot all be treated with equal fullness, and whenever a choice must be made the emphasis of the course falls on the history of England as being of greater interest and profit to Englishmen in America. This is especially true in studying the growth of constitutional government.

American History and Civics—The history of the United States from the beginning of the colonies to the close of the Spanish-American War. A careful study of colonial history is made as a necessary preliminary to the understanding of the political, social and economic development of the country in later times. For detailed study Massachusetts and Plymouth taken together are treated as a typical northern colony, and Virginia as a typical southern colony. Special emphasis is placed upon the Revolutionary struggle for independence, the rise and growth of parties, the rise and rapid expansion of the West in its influence on national life, the Jacksonian epoch, the Civil War and Reconstruction, and the transformation of the West by the Pacific railways.

The last quarter of the course is devoted to the study of the constitutional and political development of the nation and of the actual working of the machinery of American government both local and national.

New Mexico History—This course covers the history of New Mexico from the discovery to the present time. The Spanish exploration and colonization will be carefully studied with special reference to the elements of strength and of weakness in Spain's colonial policy. The Mission system, the government under Spanish rule

and under the Mexican republic, the opening of the Santa Fe trail and establishing of the overland trade with the United States, the American conquest, the development of the Territory under American rule, and the present civil government of the Territory are among the main topics of the course.

In the absence of a satisfactory text-book on the history of New Mexico, this is mainly a lecture course with reading in the library and reports on assigned topics.

MATHEMATICS

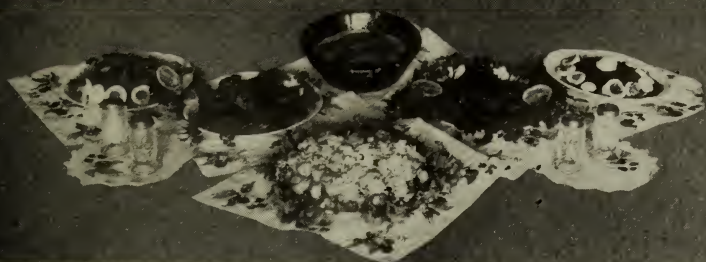
The course in mathematics includes at present only algebra and geometry. More advanced work will be offered as it is called for. The following statement indicates the scope of the courses:

Algebra. The course in algebra runs through the first year and the first half of the second year of the Academic and Full Normal courses. The first year's work extends through simultaneous equations, and during the first semester of the second year the remainder of the subject is studied through quadratic equations. Text-book, Wentworth's New School Algebra. It is above all necessary that students have a thorough understanding of arithmetic before attempting algebra. Most of those who fail in algebra do so because they have never learned to think coherently in arithmetic. Those who enter this course and show themselves unable to do the work in it with a reasonable amount of study will be put to reviewing their arithmetic as a means of securing a better foundation.

Plane Geometry. The course in plane geometry occupies one year. It is commenced at the middle of the second year and completed at the middle of the third year of the Academic and Full Normal courses. In this as in all mathematical courses, the emphasis is laid upon reasoning rather than upon memory. The important thing is for the student to develop an ability to think out a mathematical demonstration rather than merely to remember a demonstration given in the book or by the teacher.

NATURAL SCIENCES

Physical Geography. The course in Physical Geography is given during the first half of the first year of the Normal and Academic courses. The text-book used is Tarr's Physical Geography. The aim is to acquaint the student with the principal dynamic processes which have brought the earth into its present condition, and the most important facts regarding the structure and topography of the earth's surface, the atmosphere, temperature, winds, tides, ocean currents



DOMESTIC SCIENCE DEPARTMENT

et cetera. The country in the vicinity of Las Vegas—rolling mesa land on one side, mountains and canyons on the other—exhibits a large variety of formations and affords illustrations of many typical processes. Use is made of the topographical maps prepared by the United States Geographical Survey, and by the use of these maps and their contour lines, relief maps are constructed showing the principal drainage areas and divides of the United States, and also more detailed relief maps of this portion of the Territory of New Mexico.

Physiology. The course in Physiology is given during the latter part of the first year of the normal and academic courses. Since the student comes to this course without previous training in zoology or general biology, the work is necessarily of a simple and elementary character. Thorough laboratory work is done, however, and three objects are aimed at: first, to introduce the student to a scientific method of laboratory work in a biological science; second, to give him an acquaintance with the principal facts regarding the structure and functions of the organs of the human body; and third, to make him familiar with the most important laws of wholesome and hygienic living. The text-book is Blaisdell's *Life and Health*.

Botany. The work in Botany covers the ground as fully as possible within a single semester, from the simplest plants to the highest specialized forms. Morphology, plant physiology and structure, geographical distribution and ecology are all briefly studied. The week is divided into four hours of laboratory work and three hours of recitation. The laboratory is equipped with several high-power compound microscopes for the study of minute structures, and a supply of dissecting microscopes. Bergen's *Botany* is used as a text-book. The course is intended to give the pupil a good general knowledge of plant life and the plant's relation to the rest of the world.

Physics. The course in Physics occupies a full year and is planned to meet the uniform college entrance requirements. The physical laboratory is well equipped with apparatus illustrating the more important principles of mechanics, sound, heat, light and electricity. Students are expected to do individual laboratory work. In addition to the use of the apparatus which is provided, some attention is given to the construction of simple pieces of apparatus. For such work the equipment of the manual training department affords excellent facilities. The text-books are Carhart and Chute's *High School Physics*, and Chute's *Physical Laboratory Manual*.

Chemistry. The course in Chemistry covering one year is, like that in physics, planned to meet the college entrance requirements in that subject. It is a thorough laboratory course in which each stu-

dent, after an introduction to the simple laboratory processes and manipulations, is required to work out a series of experiments giving insight into the nature of chemical action and an understanding of chemical forces. Text-book is William's Elements of Chemistry. The courses in chemistry and physics are given in alternate years. Physics will be given in 1909-1910.

LANGUAGES

Latin. The school at present offers only a three-year course in Latin. A fourth year will be provided when there is sufficient demand for it. The arrangement of the work during these three years is the same as that which is almost universally adopted in high schools and preparatory schools. During the first year a thorough study is made of the grammar, accompanied by exercises in composition and simple translation. The text-book is Hale's First Latin Book, and an attempt is made, in accordance with the principles upon which this book is based, to get the student to think of Latin as a language through which thoughts are actually to be expressed, rather than as a field for the juggling of verbal forms and case endings. When the student has not only learned forms, but learned to use them freely in both oral and written composition, and has come to feel the force of the order of words in a Latin sentence, the reading of four books of Caesar during the second year, should be a relatively easy task. In the third year six orations of Cicero are read, and there is continued study of grammar and composition. In connection with the works read, an attempt is made to give the student some insight into the historical situations out of which they came, and some appreciation of their literary value.

Spanish. Two years' work are offered in Spanish. The course is primarily conversational, and the aim is to enable the student to acquire a free use and understanding of the language. The teacher speaks Spanish and English with equal fluency, and Spanish is from the beginning the principal means of communication in the class. Loiseaux's Grammar and Loiseaux's Reader are used, and during the second year a number of brief modern works are read. The amount of translation is reduced to a minimum. The desire is to secure the intelligent reading of a good deal of Spanish, together with Spanish conversation about the material read as well as about topics of the day. Grammar is not neglected, and in particular the student is expected to acquire an accurate knowledge and use of the subjunctive mode, the only serious difficulty in Spanish grammar.

French. At present only one year's work in French is offered. The first work in beginning the study of French is a careful phonetic

analysis of French words. Although French is far from being a phonetic language, the process of becoming acquainted with the individual sounds has been found the most successful method of approach. Sounds peculiar to the French, or difficult for English-speaking pupils, are made the subject of constant drill. The second feature of the course consists of acquiring a modest vocabulary, mastering the elements of syntax, and reading about 250 pages of French prose and poetry.

PROFESSIONAL BRANCHES

Psychology. A full year is devoted to the study of psychology. In the Full Normal course it is arranged that this shall precede the work in Systematic Pedagogy to which it is related as theory is related to practice, or as a science is related to the corresponding art. The first half of the year is devoted to a general course in elementary psychology, using as a text-book, Angell's Psychology. This is supplemented by lectures and by assigned readings from other works with which the library is well supplied. During the second semester a course in Child Psychology is given, based on Kirkpatrick's Fundamentals of Child Study as a text-book. Much of the recent literature on the subject is studied by the students in individual assignments, upon which reports are made in class.

Systematic Pedagogy. In this course, extending throughout one year, the pupil will learn to apply the principles of psychology to education. Attention, memory and imagination will be discussed from the teacher's point of view. The necessity of being on the lookout for sense-defects in pupils will be emphasized. The relation of mind and body, in so far as it is of importance to the teacher, will receive attention. Considerable attention will be given to the larger topics, such as the law of habit, the law of self-activity, the law of development, interest, apperception, etc. In brief, the purpose of the course is to ground the pupils as thoroughly as possible in the science of education.

School Management. This course is designed to save the pupil from the failures incident to "learning to do by doing." It will certainly be to the advantage of the schools they may later teach if they enter upon their work with a knowledge of the plans and methods that have been tried by others, and have stood the test of the survival of the fittest. Much attention will be given to the heating, lighting and ventilation of school buildings, and to other matters that concern the health of the school children. The pupil will be instructed in regard to the formulation of a course of study, the

arrangement of a daily program, the value of system, the necessity, purposes, and methods of discipline, the importance of moral training, etc. First semester of the senior year.

History of Education. Those taking this course will be expected to make a general survey of the field, to learn of the great educational movements, and to become acquainted with the great leaders of educational thought, generally known as educational reformers. The streams of influence emanating from these men and movements will be traced through the centuries down to modern times. The mediaeval and modern systems will be compared and contrasted. The school systems now in operation in the most important countries of Europe, in the United States, and in New Mexico will be studied. Special attention will be given to whatever will broaden the view of the pupils and give them a better grasp of educational problems. Second semester of the senior year.

Special Method in Arithmetic. This is not a review class in arithmetic, yet a considerable amount of review work will be done if found necessary. It is the purpose of the course to present various methods of teaching arithmetic so as to make it a thought developer, instead of a memory study; to teach pupils to work by reason rather than by rule; to beget accuracy of statement and love of good form by requiring careful and systematic arrangement of all work. One semester.

Special Method in Geography. This course will be varied to fit the needs of those taking it. While the best method of teaching geography will be the central idea; this idea may be illustrated by actual work rather than taught by mere discussions. In other words, there will be more or less review work which will refresh the memory of the class on the subject, and at the same time illustrate the methods of teaching. One semester.

Special Method in Reading, Literature and Grammar. Reading is taught in two entirely different ways and with two entirely different aims. The purpose of reading aloud is, as a rule, to express the thoughts of an author for the entertainment or instruction of some one other than the reader himself. Reading in this sense is perhaps the most poorly taught subject in the entire curriculum. Too often such matters as articulation, intonation, modulation, enunciation and even pronunciation are much neglected. No reference is here made to elocution, which is more pretentious, and, as usually taught, aims rather at recitation than at plain reading. One may, however, become an expert reader in this sense, without having his taste for connected reading cultivated. It is far more important to cultivate an appreciation of literature, a love for books, than to make



MANDOLIN AND GLEE CLUBS

a skillful reader aloud. Though these two do not usually go together, there is no reason why they should not. It is the purpose of this course to emphasize both, and to unite the two. Grammar is included partly because it is important in itself, but mainly because it can be so taught as to aid literature by teaching the pupil more thoroughly to get at the author's meaning. One semester.

Methods in Drawing and Writing. In this course which occupies to put the student in touch with the modern nature-study movement, to give an understanding of its value, the importance of giving the child a sympathetic acquaintance with his natural environment, and some of the methods by which this may be accomplished in the public schools. Nine weeks.

Methods in Drawing and Writing. In this course which occupies one semester with daily recitations, nine weeks are devoted to methods of teaching drawing and simple construction work, and nine weeks to methods of teaching penmanship. The work in Drawing Methods presupposes some acquaintance with the various media and some skill in their use. Some of the topics studied are color study, form study, paper folding and cutting, clay modeling, blackboard sketching and historic ornament. An attempt is made to give students some idea of the construction of a course in drawing in the various grades. The preparation of note books is required which shall exhibit and preserve the substance of the work done in the course. The work in penmanship includes natural slant, combined movement of forearm and hand, exercises letters and copies, and the preparation of penmanship plates with model lessons. Methods in each grade are given.

Observation and Practice Teaching. During the senior year of each of the normal courses, the student is required to spend at least one hour and fifteen minutes a day in the training school. During the first part of the first semester the work is limited to observation. There are frequent meetings with the critic teachers and with the supervisor of the training school, in which the student receives definite instructions regarding what she should look for and at which reports are presented regarding observations which have been made. Practice teaching begins during the latter part of the first semester and is continued throughout the second. As the number of critic teachers is relatively large and the number of normal students relatively small, it is possible for each student to have much more direct personal guidance in her practice work than is usually given. In practice teaching each student teacher is required to present detailed plans for each day's lesson at the beginning of the week. These plans are gone over with the critic teacher under whom she is working, and

any desirable modifications are suggested. At the close of each day's session there is a conference between each critic teacher and the group of student teachers who are working under her direction. The purpose of this work is not merely to give the normal students practice—for they would get that as soon as they began to teach schools of their own—but to give them practice under such expert guidance as will enable them to pass from the science of pedagogy to the art of successful teaching with the fewest blunders and the least possible waste of time and energy. Every student who has passed through this course in observation and practice teaching is in an important sense an experienced teacher.

Students who are taking the Kindergarten Training Course have ample opportunity for observation and practice work in the Kindergarten, and this is considered a highly important feature of the course. Through this practice work, the student teacher learns how to deal with childish tendencies, faults, and virtues; how to encourage industry, self-reliance, helpfulness, and courtesy; and how to discourage the opposite inclinations. The child can be studied successfully only at short range, and in the close and friendly contact of the Kindergarten the young teacher learns what she could not learn in classes.

Kindergarten Theory. The work in the kindergarten theory, based upon the psychological study of the child, deals with his instincts, impulses and interests and shows how, through the right direction of the child's natural self-activities, he is best educated.

A comprehensive study of the life of Frederic Froebel and of his unique book of Mother Plays will also form a part of this course.

Kindergarten Methods: Gifts, Occupations, Games, and Rhythms. Froebel's kindergarten gifts are based upon the fact that the fundamental forms of art, nature, and architecture are geometric. A careful study and investigation of the best educative use of these gifts will form an important part of this course. The kindergarten occupations form a primary course in art and manual training. The mind of the child through the eye and the hand is trained to discriminate between colors, materials, and proportions and to recognize the adaptability of certain forms, colors and materials to certain uses. Both the gifts and the occupations are mediums by which the child is led from imitation and following direction to original creation.

Play is the true expression of child-life. Froebel attached great importance to play throughout the entire kindergarten program. This part of the work in kindergarten methods recognizes that natural expression of the child and endeavors to show through this study of

dramatic, imitative, and gymnastic play how to train the imagination, develop the senses, and encourage free and unrestrained bodily expression, and to banish self-consciousness.

Besides learning a great number of games themselves, a study of the various kinds of games, dramatic, gymnastic, traditional, and symbolic will receive due attention. This division of the subject of methods includes rhythmic movements and marching.

Music forms so important a part of the daily program of the kindergarten that it is an essential to the course. Each student will be required to be able to play upon the piano or organ with a certain degree of skill and she must also be able to sing acceptably. The courses in instrumental and vocal music afford ample opportunity for this work.

Kindergarten Principles. Kindergarten principles for the senior year covers a thorough study of Froebel's philosophy and his principles of education fundamental to the kindergarten.

Juvenile Literature: Stories and Story-Telling. The purpose of this course is not only to give the student a knowledge of what is best in children's literature and the standards by which real children's literature is judged, but to be able to tell a good story at the right time and in an acceptable and interesting manner. There are many classes of stories, each distinct in its purpose and meaning. The myth, the fairy story, the folk-lore, and the fable each has its own sphere of charm and of usefulness. It will be the work of this semester to study the various classes of stories and the history in brief of the beginnings of each. Early literature of various peoples, Norse, German, Irish, Greek, and Roman as well as the best productions of our more modern writers. Ruskin, Field, Stevenson, Riley, Lear, Carrol, Anderson and many others whose names are on the immortal roll of story-tellers shall find their own places in this course in juvenile literature.

MUSIC

The purpose of our course in vocal music is to help the student by means of daily class work to comprehend some of the fundamental laws in music, to enable him to read readily and intelligently some of the less difficult compositions, and to use his voice and breath correctly. For the prospective teacher, the study of the child's voice and its proper use and the learning of many children's songs (which this course includes) will be of great value. There are certain works in music, standard hymns and some of the best writings of the masters in music which are within the average student's ability to comprehend and to perform. This, together with some

knowledge of musical history and the development of the art of music, should form a part of every student's general education. The work of the chorus which will meet several times a week is for this purpose of general musical culture.

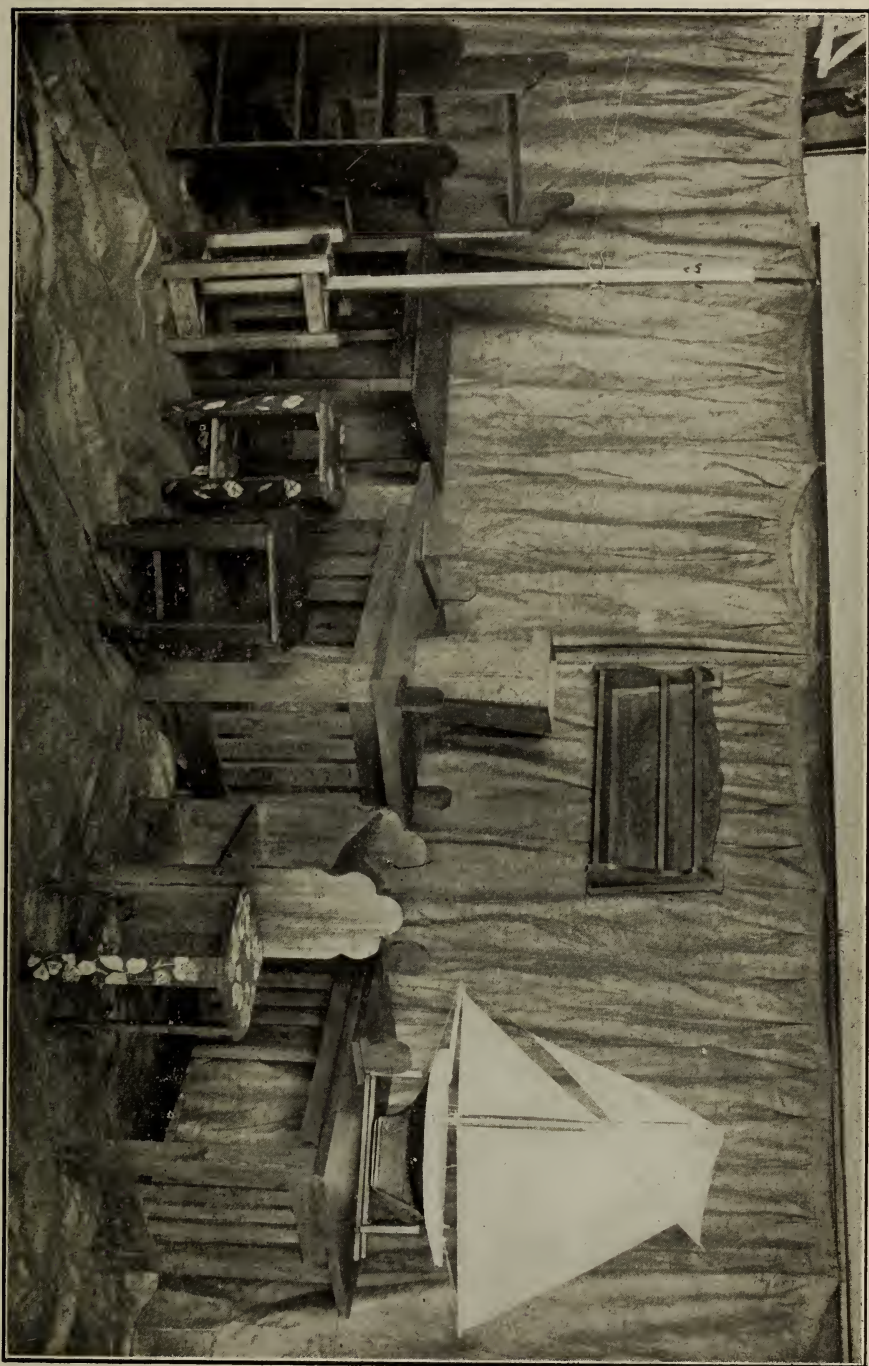
DRAWING, PAINTING, AND MODELING

A full year's work with daily recitations is given in a general art course. This is required of all Normal and Academic students. It presupposes no greater knowledge of art than is obtained in the ordinary graded schools, and requires no special degree of artistic talent. The media used are pencil, charcoal, pen and ink, water color, pastel, and crayon. Some attention is given to the rendering of casts both antique and modern in pencil and charcoal, and work is done in still life, landscape and in sketching from the living model. Some elementary instruction is given in clay modeling. A brief survey of history of art is made in the latter part of the course.

MANUAL TRAINING

First Year Wood Working. Joinery is planned for the first year's work in the Academic and Normal courses for those who have had the grade work or its equivalent, while for the others the same course which is given in the grades will be supplemented. Much stress will be placed on the correct planing of all pieces before beginning work in wood and also on the correct laying out beforehand to avoid waste in lumber. The laying out must be exactly done, and the completed work must have a neat and workmanlike appearance. The care and use as well as the sharpening of all the edged tools, will also be taught in this division.

All the principal kinds of joints used in making different constructions will be taken up and will include the following: The cross lap joint, the keyed and pinned joint, the wedged or spliced joint, mortised joints, some clear through the stock, some part way through of different shapes and sizes; the mortise and tenon joint, the different kinds of dovetail joints, the dowel joint, rabbit and fillet joints, groove joints, with plow and matching plane. All these different joints will be worked out in the making of pieces of furniture, all of which will be useful as well as ornamental to any home. Some students this year have made such things as mission lamps, large mission library tables, music stands, tabourettes, hall stands, porch swings, book cases, shirt waist boxes, piano benches, chairs, center tables, window seats, match holders, plaques, plates, card trays, carrom and crokinole boards, umbrella stands, china brackets, not to mention many



WORK OF MANUAL TRAINING DEPARTMENT

other various objects which are always wanted in the home. The proper filling, surfacing, staining, and polishing of both the soft and hard woods is taken up. We can finish any of the soft or hard woods in any desirable shade. The proper shade and finish of every article is carefully studied with reference to the home surroundings and other furnishings. This course is for girls as much as for the boys and they can do just as good work as the boys and make just as difficult pieces.

Second Year Woodwork. This course resembles the first in that the construction of different pieces of furniture is still the principal feature. In this course much more difficult construction can be accomplished because of the skill already attained in the previous courses. Exercises in carving begin with the straight wood cuts, then with the curved in which the designs are started in embryo, then come the carved panels, picture frames and finally as one becomes more skillful in the handling of the various chisels, the carving of parts of the cabinet pieces which they are constructing is taken up. This involves both depressed and relief carving. Most of the carving will be on hard wood while the exercises will be in the soft or native woods. Furniture design and proportion will also be studied with a view to making good substantial pieces of approved design and finish which would be pleasing to the critical eye. This course will be given throughout the year.

Turning. In preparation for pattern making and in a way introducing the student to power machinery, we have designed a course in wood turning which will be helpful and instructive to any who care for this class of work and especially those who expect to follow some mechanical trade. Attention is given to the correct handling and use of the tools, the care of the lathe, manner of sharpening the different tools, danger and necessity of continuous attention to work. The course will include in part the making or roughing of cylinders from soft woods both with gouge and paring tool, the making of the double cone model with the paring tool, circular and beaded cylinder, curve and fillet work and lastly, face plate and chuck work. This set of exercises will be worked out in making spindles, handles, Indian clubs, dumb bells, gavels, mallets, saucers, card trays, ash trays, goblets, napkin rings, spheres, vases, etc. Polished work on hard wood will be made when the student acquires the necessary skill.

Metal Work. This course will be given to all who have had some training in manual training and will take up the following subjects: The properties of different metals will first be studied with a view of finding the best for all uses. Russian iron and thin copper, brass and Venetian iron will be used in making candle sticks, trays, mail

boxes, sconches, brackets, chains, and truss work. In these exercises, the use of the pliers, snips, rivets will be taught. Emphasis will also be laid on right proportion and design. The hammered work is adapted to the high school student and can be used where one desires articles made of metal in the arts crafts style. Copper and brass, with silver in some cases, of heavier gauge than the beginners used, will be on hand for the making of the different designs and constructions. Many of the tools used will also be made by the pupil. The annealing, filing, sawing, pickling, etching, chasing, enameling etc., of the different pieces will be thoroughly illustrated and discussed. Attention is directed to the making of good forms, good workmanship, suitable decoration with proper surface effects. Some of the exercises are given below:

1. Saucer—hammered against a block of wood, turned-over edge.
2. Tray—made by hammering into a hole in block of wood. Edge surface marked or chased out.
3. Bowl—started in hole, finished over a stake.
4. Name tag—letter in relief, saw work, etc.
5. Watch fob—sawed and engraved or enameled.
6. Sconch—either metal or hard wood background. Design hammered into relief from the back side.
7. Electric Light Shade—pierced design decoration, rivet joints.
8. Making of hinges, pulls and box corners, escutcheons, etc.

Also library and den decoration can be made. More advanced work to be given as the pupil advances and becomes more skillful.

DOMESTIC SCIENCE

Sewing. This course includes hand sewing and prepares for teaching it in all grades, 40 minutes daily. Cord work; curtain cords, hammocks, simple and fancy stitches, samples showing button holes, buttons sewed on, running, French and felled seams; overcasting, basting, blanket stitches, tapes for hangers. Useful articles made: Needle book, pin ball, sewing bags, table mats, garments cut and made; mending, patching, darning, leather and bead work, children's moccasins made; bookbinding, sewing note books made and bound; stencil work, book covers stenciled, pillow tops designed, stenciled and made into sofa pillows; holiday gifts made, caps and aprons cut out and made for the cooking class; towels and holders provided for use, satin college pennants made. First Semester.

Cooking. Preparation for teaching domestic science in all grades, for housekeeping and home making, 40 minutes daily. Chemistry and composition of foods, experiments and tests; methods of cooking

cereals, eggs, vegetables, fruits, batters and doughs, bread biscuit, rolls, cakes, pies, meats, salads; methods of serving, economy and skill in general housework; cookery for convalescents, tray service, camp cooking, providing for picnics and receptions; model cook book made, covered, and illustrated; model kitchen kept. Second Semester.

THE TRAINING SCHOOL

Connected with the Normal University is a training school including a kindergarten, and the usual eight grades, all in charge of expert teachers. The primary purpose of this department is to give those preparing to enter upon educational work an opportunity to do practice teaching under the supervision of critic teachers who are specialists in their respective fields. The number of pupils admitted to the various grades of the training school will be limited, and the school reserves the right to refuse to accept, and also to ask the withdrawal of, any whose presence for any reason is thought to be detrimental to the success of the training school or to interfere in any way with its progress.

It is our aim to give the children in the training school superior advantages. More than the usual amount of attention will be given to certain matters which are usually much neglected. For instance, regular and systematic work will be done in morals and manners. Kindness to animals will be taught both directly and indirectly through the medium of nature study. It is believed that a boy who makes animals his friends will be a better citizen. Encouraged by the success which has been attained at other places, those in charge of this department will be untiring in their efforts to break down the feeling of antagonism that for centuries pupil have felt toward teachers; this accomplished, self-government will be easy, and self-government in school is the best way to train for good citizenship. We have a school garden for flowers and vegetables which the pupils themselves cultivate. They must do nature study at first-hand; furthermore, a school garden in which pupils and teachers are partners largely obviates the necessity for discipline. Much attention will be given to memorizing poems, memory gems, proverbs, etc. Regular work will be done in drawing and the manual arts; there will be blanket weaving and various kinds of construction work involving the use of raphia, clay, paper, scissors, etc.

The Kindergarten serves as a stepping-stone to the grades. In this department we take as our motto Froebel's saying: "Come, let us live with our children." We believe that a child has a right to



HOOP DRILL—(Third and Fourth Grades)

live a child's life. The development of the child's whole being shall be our first aim. This, it is believed, will be worth more ultimately than to make direct preparation for later life the primary aim. The emphasis of helpfulness, which is the keynote of the kindergarten, trains for service. From an absolutely self-centered being the child must be converted into a social being before it can become a fit citizen of a community. The kindergarten is designed to train the child to recognize the rights of others and to co-operate with others. Song, story, play, games and work are all utilized to accomplish the desired end. If self-control, which is really the keynote of education, is acquired by the pupils, then the kindergarten justifies its existence.

THE GRADES

As reading is the key that unlocks all other studies, and as it is of transcendent importance in itself, more than the usual amount of time will be given to it in all the grades: and some remarks more or less applicable to all the grades may be made before taking up the separate grades.

It is important that every one should be able to read aloud intelligibly and intelligently, but it is far more important that one should be trained to love good books. The love of good literature means far more for character training than the most skillful reading aloud can possibly mean. Therefore, while we shall endeavor not to emphasize the latter less, we shall hope to emphasize the former more than it is usually emphasized.

In teachin beginners, the method used will be eclectic. We shall adopt the best found in the various systems. The sentence method is believed to be best to cultivate good expression in reading, but the word method must be used in connection with it in order to secure rapid progress in knowledge. The word method cannot be used indefinitely without relying too much on the teacher and taxing the memory to too great an extent. If the pupil is to become independent of the teacher and work out new words for himself, he must see the component parts of words. Hence sooner or later the word must be seen as a combination of letters. In this connection phonograms are used to great advantage, as they introduce one to whole families of words at once.

While emphasizing expression, the main purpose is to make pupils independent and self-reliant as soon as possible. Experience has shown that even pupils who are not exceptionally brilliant can read from ten to fifteen books the first year, and from twenty to thirty the second, a greater number than pupils formerly read in all

the grades together. This large amount of reading may reasonably be expected to give a greater amount of training, a greater fund of information, and consequently wider interests, which may be made to serve as a basis of future work.

While careful attention will be given to training the children in reading aloud, giving good expression, and observing all the requirements of good reading, we believe, as stated before, that it is far more important to cultivate in the pupil a love of reading; it will mean much more to him in after life; it will make a liberal education possible even though his school life may be cut short, whereas the most skillful reader-aloud who does not love good literature has the main avenue to enjoyment and to culture closed to him. Therefore we shall try to help our pupils to form the reading habit. As a means toward this end a large number of books will be given each grade, some to be used in class as supplementary reading and some to be read outside. These lists will be found in the outline of work for the separate grades.

First Grade

Reading. The adopted books, Art Literature primer and first reader, Baldwin's primer and first reader, Child Life I, Folk Lore primer and first reader, Graded Classics (Stickney), Nature's Byways, Overall Boys, Sun Bonnet Babies, The Thought Reader.

Language. Language work will be closely correlated with reading; the best preparation for reading is an exercise in language work. Furthermore, the reading lesson will give excellent material for language work. There will be oral reproduction of nature stories, folk stories, fairy stories and fables. There will be conversation on nature study pictures, on the pupils' playthings, pets, companions, etc. The simpler rules of punctuation are taught, including some of the uses of capitals, the use of the possessive, etc. Written work is begun.

Numbers. The development of the idea of number by actual work in measuring under the more common tables; concrete work, such as the actual needs of the children give occasion for; drill in the tables and in the fundamental operations with easy numbers, but no attempt will be made in the lower grades to make mathematical experts. It is our belief that altogether too much time is usually given to arithmetic in the grades.

Nature Study. Observation of insects brought into the class room, of seed sown in boxes in the winter, and in the school garden in the spring, a cultivation of the love of flowers, nature stories, etc.

Drawing and Manual Arts. Color and form study combined in familiar spherical objects, memory drawing, observation and con-

structive work, type solids, special days observed, simple designs, picture books made.

Spelling. It is our aim to make good spellers of our pupils. In the lower grades the spelling work will be based wholly on the other work in order to teach the pupils the words they actually use. In the higher grades words which the pupils are likely to need will be added to those they actually meet with in their various studies and will be spelled and used in sentences to show a correct understanding of their meaning.

Second Grade

Reading. The adopted books, *Around the World I*, *Art Literature Reader II*, *Bow Wow and Mew Mew*, *Child Life II*, *Each and All*, *Folk Lore Reader II*, *Graded Literature II*, *Hiawatha Primer*, *Pets and Companions*, *Stepping Stones to Literature*, *Seven Little Sisters*, *The Story of Columbus*, *Stories Mother Nature Told Us*.

Language. Based on that in first grade, but more advanced, more written work, more dramatization, additional rules of punctuation, use of capitals, etc.

Numbers. Based on work in first grade, larger numbers introduced, more difficult combinations, continued drill on tables. More concrete work, and some abstract work.

Nature Study. Similar to that of first grade, with a more extended study of the environment, plants, animals, weather.

Drawing and Manual Arts. Color study use of tints and shades, animal and figure study from life; border and pattern work; construction work to correlate with language work.

Spelling. See first grade.

Third Grade

Reading. The adopted books, *Aesop's Fables* (Stickney), *Baldwin's Old Stories of the East*, *Child Life Reader III*, *Child's Garden of Verse*, *Golden Book of Choice Reading*, *Graded Literature Reader III*, *Indian Children*, *Little Lame Prince*, *Robinson Crusoe* (McMurray) *Water Babies*.

Language. Based on the *Cooley Manual Book 2*, and the *Intermediate Plan Book*, both oral and written reproduction of stories read or heard, descriptions of things observed, continued study of punctuation, etc.

Arithmetic. Based on the adopted text and following up the work done in the preceding grades, careful attention to accurate statements, correct analysis, good form, and neatness.

Nature. In addition to the kind of work done in preceding grades, books on animals and plants will be read.

Spelling. See first grade.

Drawing and Manual Arts. Continue color study, draw animals and figure study from life, simple designs from nature, use in border and surface patterns, construction work, holidays observed, play house furnished.

Geography. Geography in the third grade and those below it will be taught mainly in connection with the nature study work, and will be oral altogether. Excursions will be made for the purpose of observing interesting features of the environment. Trades and occupations will be considered. Food products, clothing, their manufacture, etc., will be dwelt upon.

Fourth Grade

Reading. The adopted books, Alice in Wonderland, American Life and Adventure, Beautiful Joe, Christmas Carol, Fifty Famous Stories Retold, Great Americans for Little Americans, Merry Adventures of Robin Hood (Pyle), Stories of Arabian Nights.

Language. More advanced than in third grade, more written work, more emphasis not only on correctness, but on good form in expressing thoughts, and on neatness in all written work.

Arithmetic. More emphasis will be placed on arithmetic here than in the grades below. Increasing familiarity with the fundamental operations, the common combinations, etc., will be required. Work with areas will be begun, and more difficult fractions than those introduced in the lower grades will be taught.

Spelling. See first grade.

Nature Study. Much of the nature study work in this and the higher grades will be done in the school garden. Observation of the habits of domestic and wild animals will be encouraged. The instincts of birds as shown in their nesting, and in their migration will be watched. Books like Black Beauty, Rab and His Friends, Beautiful Joe, The Strike at Shanes, etc., will be read by all the grades old enough to appreciate them; in fact everything possible will be done to cultivate the powers of observation, a legitimate curiosity, a love of nature, kindness to animals and a general sympathetic attitude toward everything and everybody.

Geography. A text-book (the one adopted) will be taken as the basis of work in geography in this and all the following grades. Emphasis will be placed on those things that have to do with life, that affect man, rather than on the more mechanical feature, such as memorizing, the names of capes, bays, etc., etc.

Drawing and Manual Arts. Measurement and planning, drawings, shaded, color harmony, card-board construction, pen and ink drawing, drill in design.



KNIGHTS AND LADIES OF THE STORY-TELLERS' LEAGUE
(FIFTH AND SIXTH GRADES)

Fifth Grade

Reading. The adopted books, Arabian Nights, Boy's King Arthur, Black Beauty, Greek Gods, Heroes and Men, Gulliver's Travels. Hiawatha, King of the Golden River, Open Sesame II, Robinson Crusoe, Secret of the Woods, Squirrels and Other Fur Bearers, Tales from English History, Tanglewood Tales, The Story of Troy, The Strike at Shanes, The Ways of Wood Folk, Ulysses Among the Phoenicians.

Language. The adopted book is used in this grade, but is supplemented by much outside work. Stories of famous men,—poets, painters, inventors, etc., are read and reproduced. Careful written work is required.

Arithmetic. This grade begins where the fourth grade left off, doing more advanced work; greater facility in working with numbers is acquired, and more attention is given to the thought side of the work; more complicated problems requiring keener reasoning, and more detailed analysis is demanded.

Geography. A continuation of the kind of work done in the fourth grade, using the adopted text, and supplementing it with geographical readers; excursions and studies of local industries will be made.

Spelling. See first grade.

Nature Study. See grade four.

Drawing and Manual Arts. Measurement and planning, drawings, shaded, color harmony, cardboard construction, pen and ink drawing, drill in design.

Sixth Grade

Reading. The adopted books, Alexander the Great, Birds' Christmas Carol, Grandfather's Chair, Open Sesame III, Paul Revere, Rab and His Friends, Sharp Eyes and Other Papers, Tales from Shakespeare (Lamb), The Coming of Arthur, The Passing of Arthur, The Courtship of Miles Standish, Ten Nights in a Barroom, Three Outdoors Paper (Burrroughs).

Arithmetic. Problems in mental arithmetic, review of factors, least common multiple, greatest common divisor, common fractions, decimals, easy problems in percentage.

Geography. Elementary study of physical conditions which control or affect life, e. g., highlands, lowlands, rising coasts, etc. The work includes a careful study of Europe and Asia.

Grammar, Language, Composition. Rules for punctuation reviewed, sentences classified, phrases and clauses studied, model narrations, descriptions and expositions reproduced and imitated in

original work. Study of the paragraph. Study of stems, prefixes, suffixes, synonyms.

Spelling. See first grade.

History. Continue the study of lives of men of action and lives of men of thought. Patrick Henry, Samuel Adams, George Washington, Philip Schuyler, Nathaniel Greene, John Paul Jones, Thomas Jefferson, Alexander Hamilton, Daniel Boone, Eli Whitney, Robert Fulton, George Stephenson, Oliver Hazard Perry, McDonough, Lafayette, Andrew Jackson, Henry Clay, Daniel Webster, De Witt Clinton, S. F. B. Morse, Lincoln, Grant, Lee, Farragut, Cyrus McCormick Clara Barton, Admiral George B. Dewey, Thomas A. Edison, Andrew Carnegie.

Drawing and Manual Arts. Drawing in shade and shadow; painting completed with background; perspective studied; life sketching; original design; special day constructive work; art gallery.

Seventh Grade.

Reading. The adopted books, *Alhambra*, *A Bunch of Herbs*, (Burroughs), *Enoch Arden*, *Evangeline*, *Last of the Mohicans*, *Natural History of Selborne*, *Poems of Emerson* (for children), *Tales of a Grandfather*, *The Two Great Retreats*, *Tom Brown's School Days*. *Vicar of Wakefield*, *Washington's Rules of Conduct*.

Arithmetic. Review of decimals; percentage and its applications; insurance, taxes, profit and loss, simple interest; problems of actual business transactions solved with exactness and rapidity.

Geography. Review of physical conditions which affect life; careful study of North America, the United States and its possessions, Canada, Central America, and the West Indies.

Grammar, Language, Composition. Review of simple sentences, elements and modifiers; classify phrases and clauses; inflection of parts of speech; syntax; analysis and synthesis of phrases, clauses, and sentences; further study of punctuation, abbreviations, etc; oral and written description, characterization based on the pupils' reading, experience, and knowledge.

History. Study of American Indians; discovery and exploration; early activity due to commercial enterprise; settlement; French and Indian wars; development of the colonies; revolution, confederation, constitution.

Physiology and Hygiene. Practical rules of hygiene are taught even in the lower grades; in this grade a text book will be used, but

the emphasis will be put upon those things that most directly concern health.

Construction Work. The work designed for the seventh and eighth grades teaches the use of the more common forms of manual training, such as squaring up, planing, the handling of the spoke shave, brace and bits, saws, both cross-cut and rip, marking gauge and also the making of the different kinds of joints most often used in constructive woodwork. The various cuts with the chisels are also taken up. In doing this work, pieces of furniture and different constructions are worked out and something more than chips of wood and sawdust is the result. The making of book cases, book racks, coat hangers, handkerchief boxes, tabourettes, stands, water wheels and mechanical toys, including toy furniture from thin wood is all included in this course. Toward the last, the proper sandpapering, filing, surfacing, polishing, staining and care of the pieces is taken up.

Drawing and Manual Arts. Drawing in shade and shadow; perspective work; paintings completed with background. Constructive work in manual training department.

Eighth Grade

Reading. The adopted books, Bunker Hill Oration, Franklin's Autobiography, Deserted Village, House of Seven Gables, in Bird Land, News from the Birds, Plutarch's Lives, Poetry of American Patriotism, Star Land, The Great Debate, The Old Manse, The Foot-path Way, The Succession of Forest Trees.

Arithmetic. Stocks and bonds; simple ratio and proportion; measurements; square root and cube root; longitude and time; metric system.

Geography. Study of South America, Africa and Australia, with emphasis on commercial relations with the United States.

Grammar, Composition, Language. General review of the parts of speech; complex and compound sentences; through drill in punctuation, capitalization, abbreviations; continued study of roots, prefixes, suffixes, synonyms, homonyms and antonyms; oral and written descriptions, narrations, and expositions; appreciative readings of short stories and poems.

History. Brief review of the confederation and constitution; organization of the government; growth under constitution; civil war; national life; leaders in literature, science and philanthropy; actual government of the territory in which we live.

Spelling. See first grade.

Physiology and Hygiene. In this grade a more thorough knowl-

edge of the facts of physiology, and further instruction in regard to the practical rules of hygiene will be given.

Drawing and Manual Training. See seventh grade.

SUMMER SCHOOL

A summer session of eight weeks is held each year beginning on the Monday after Commencement day. The courses in the summer school are intended chiefly for teachers, and a few courses are given also for the benefit of those who wish to secure credits toward the completion of the Normal and Academic courses. During the summer of 1909 the following groups are offered and it will doubtless be the permanent policy of the institution to conduct the summer school on these lines:

1. Review courses in the common branches for teachers and others who wish to prepare for examinations for teachers' certificates.
2. Advanced courses in Pedagogy, Psychology, and Methods for teachers who are prepared to do high grade normal school work.
3. Academic courses in English, History, and Algebra for those who wish to secure credits on an Academic or Normal course.
4. A series of lectures on educational topics, open to all classes of students and to the public generally, by one of the leading educational lecturers of this country.

During the summer school of 1908 and also of 1909 a course of lectures was delivered by Dr. A. E. Winship, editor of the Journal of Education, Boston, Mass., on various educational topics.

Attendance at the summer school is accepted as a fulfillment of the legal requirement compelling every teacher to attend a teachers' institute during the summer months. At the close of the summer session examinations are held under the direction of the Territorial Board of Education for the granting of teachers' certificates. Credits gained by continuous attendance through the summer session and satisfactory work, are accepted in place of examination in these subjects.

The attendance at the summer school includes a large number of the best and most intelligent teachers of the Territory, and teachers who wish to spend two months in study may be assured of congenial and helpful associations as well as the use of all the facilities of a well equipped school.

The announcement regarding the summer school for 1910 will be published in April, 1910, and will be sent to anyone on request.

SPECIMENS FROM THE ARCHAEOLOGICAL COLLECTION. PRE-HISTORIC POTTERY FROM CLIFF-DWELLINGS
AND CAVE DWELLINGS IN NEW MEXICO



RULES AND REGULATIONS

Our rules and regulations are few. We have in a large measure used the honor system the past year. Our pupils are not watched, but are trusted; and in most cases they have given us their hearty co-operation. In an institution of this kind no time can be wasted on pupils who do not know how to behave, or who do not want to behave. This is not a reform school, and pupils who cannot adjust themselves to the situation will not be retained in school.

Pupils who do not work will be asked to withdraw from the institution. We do not want pupils who have to be forced to work. The purpose of the institution shall not be thwarted by drones. Everything possible will be done to make the work interesting and to inspire students and make them ambitious, but if they do not respond to our efforts, they will be dropped from our classes.

Those who are not willing to give up outside interests and give their entire attention to their school duties are advised not to enter.

Students not living in Las Vegas must board and room at places approved by the authorities of the institution. Such students may not leave the city even to go to their own homes without permission. Any student who goes contrary to these instruction is liable to forfeit his or her place in school, and may be prevented from re-entering at any time in the future.

EXPENSES

The New Mexico Normal University is maintained almost entirely by funds appropriated by the Territorial legislature. No tuition at all is charged for those doing strictly normal school work, but a slight charge is made to include book rent, library fee, domestic science fee, etc. Those who are not doing strictly normal school work are charged a nominal tuition fee in addition to book rent and other fees. In the table below the total charge per semester for each department is given.

Academic Course.....	\$12.50
Normal Course	5 00
8th Grade	5.00
7th Grade	5.00
6th Grade ...	4.25
5th Grade	4.00
4th Grade	3.75
3rd Grade	3.50

2nd Grade	3.25
1st Grade....	3.00
Kindergarten	4.50
Stenography and writing.....	15.00

The first two years of the Three Year Normal Course, and the first three years of the Full Normal course rank as academic work.

Tuition is payable in advance at the time of registration. Because of the extremely low rates charged a student entering late or leaving school before the completion of the semester can make no claim for the return of tuition or fees. If a student is absent more than half a semester, the amount of unused tuition may be credited on a future semester.

All text-books used in all courses except stenography are provided by the institution and rented to pupils for a nominal sum. This makes it possible for students to make use of a much larger number of books, and at the same time it saves them a great deal of expense. To insure the careful handling and the safe return of the books, a deposit is required of each pupil as follows: \$2.00 for the normal and academic departments, and \$1.00 for every other department except the kindergarten which has to make no deposit. This deposit is refunded when the books are returned in good condition. Books that are abused beyond the necessary wear and tear must be paid for by the pupil responsible for such abuse.

Under a law passed by the last Legislature, students who come more than seventy-five miles will have part of their railroad fare to and from Las Vegas paid by the institution; that is, the institution will pay for all over seventy-five miles. One who attends the institution less than eight weeks cannot lay claim to free railroad fare. It will be paid but once each way in any given year.

SHORTHAND AND TYPEWRITING

A full year's course is offered in shorthand and typewriting. The Pernin system of shorthand and the Van Sant system of touch typewriting are taught. One period daily is devoted to instruction in shorthand and typewriting and it is expected that students who take this work will devote at least one hour a day to the study and practice of shorthand outside of class, and one hour a day to practice on the typewriter. It is therefore desirable that students who take this work shall carry not more than two or at the most three studies in addition to it. It is essential that those who expect to make a success of stenography shall have as a foundation a thorough English education. A good knowledge of English grammar and orthography

is therefore necessary before this work can be taken up. It is further desirable that special students who take stenography shall also carry one full course in English throughout the year.

For students who come with proper preparation and are willing to devote a reasonable amount of time to the work, it is possible to obtain a complete knowledge of this system of shorthand within one year, and to gain such speed in the use of it as will qualify the student to accept a position as stenographer. It is above all necessary that students who expect to take this course shall begin it promptly at the opening of the session, as it is practically impossible to catch up with the class after the work of the first week or two has been past.

The tuition for the course in shorthand and typewriting is \$15.00 per semester in addition to whatever tuition and other fees the student may pay in other departments. This includes the use of typewriter one hour a day for practice. The text-books in this department are not furnished by the institution, but must be purchased by the student.

LIST OF STUDENTS, 1908-1909

Normal and Academic

Armijo, Benj. E.....	Town of Las Vegas
Bates, Harold.....	City of Las Vegas.
Boucher, Cecil.. ..	City of Las Vegas.
Blood, Orrin E.....	City of Las Vegas.
Behringer, Arthur L.....	City of Las Vegas.
Browne, Artless J.....	City of Las Vegas.
Carlson, Alida	Stockholm, Kans.
Chambers, Beulah.. ..	City of Las Vegas.
Comstock, A. H.....	City of Las Vegas.
Cowan, Besse	Athol, Kans.
Cowan, Ema E.....	Athol, Kans.
Cline, Grace E.....	City of Las Vegas.
Culley, Matthew J.....	City of Las Vegas.
Doran, Helle.....	Ogden, Utah.
Ehrich, Matilda....	Watrous, N. M.
Fetz, Loretta....	Madison, S. Dak.
Gibson, Gladys	City of Las Vegas.
Gilchrist, Mrs. E. R.....	City of Las Vegas.
Gilchrist, George R.....	City of Las Vegas.
Head, R. G.....	City of Las Vegas.

Hammond, Almira	City of Las Vegas.
Hedgcock, Vivian.....	City of Las Vegas.
Hartman, Beulah, M.....	City of Las Vegas.
Lange, Geraldine	City of Las Vegas.
Lorenzen, Laura	City of Las Vegas.
Lorimer, Pauline.....	City of Las Vegas.
Lucero, Aurora	Town of Las Vegas
Mason, Wm. M.....	City of Las Vegas.
Meehan, Kathryn.....	Adams, Minn.
McDermott, Alberta L.....	Dubuque, Iowa.
McClelland, Flora	Crawfordsville, Ind.
Moore, Ruby Louise.....	City of Las Vegas.
Murphy, Marguerite.....	Raton, N. M.
Ogaz, Eulalia.....	Salem, N. M.
Papen, Helen.....	City of Las Vegas.
Papen, Bertha.....	City of Las Vegas.
Powers, Joshua.....	Town of Las Vegas
Powers, Rosalie	Town of Las Vegas
Robinson, May.....	City of Las Vegas.
Schaefer, Marie.....	City of Las Vegas.
Schaefer, Helen.....	City of Las Vegas.
Stults, Clinton L.....	City of Las Vegas.
Sundt, Cora M.....	City of Las Vegas.
Tipton, Mary.....	City of Las Vegas.
Tooker, Sadie.....	City of Las Vegas.
Trahey, Louise.....	City of Las Vegas.
Trahey, Nora.....	City of Las Vegas.
Tamme, Emma Louise.....	City of Las Vegas.
Van Patten, Garnet.....	City of Las Vegas.
Vollmer, Sylvia.....	Town of Las Vegas
Vollmer, Helma.....	Town of Las Vegas
Ward, Jearette.....	City of Las Vegas.
Ward, Rachael D.....	City of Las Vegas.
Wells, Edith.....	White Oaks, N. M.
Young, Josephine	City of Las Vegas.

SUB-NORMAL DEPARTMENT

Abeyta, Juan.....	Ledoux, N. M.
Aragon, Alfonso.....	Rio de Mora, N. M.
Baca, Eloisa.....	City of Las Vegas.
Crespin, Jose.....	City of Las Vegas.
Duran, Abram.....	Rociada, N. M.

Esquibel, Merrecio.....	Trementina, N. M.
Gallegos, Jose.....	Guadalupita, N. M.
Gandert, Benj.....	Holman, N. M.
Gonzales, Adelaido.....	Corazon, N. M.
Herrera, German.....	Town of Las Vegas.
Herrera, Marcelino	Town of Las Vegas.
Lorenzo, Estella....	Town of Las Vegas.
Lorenzo, Leopoldo....	Town of Las Vegas.
Lucero, Aniceta A.....	Town of Las Vegas.
Lucero, Precillano.....	City of Las Vegas.
Maes, Robert.....	Town of Las Vegas.
Maes, Andres..	Town of Las Vegas.
Madrid, Inez.....	Town of Las Vegas.
Martinez, Clemente..	Town of Las Vegas.
Martinez, Leander.....	Roy, N. M.
Martinez, James.....	Taos, N. M.
Montoya, Jacob.....	City of Las Vegas.
Montoya, Jose Isaac.....	City of Las Vegas.
Montano, Clemente.....	Town of Las Vegas.
Montano, Crucita....	Town of Las Vegas.
Montano, Trotilda.....	Town of Las Vegas.
Montoya, Abel....	City of Las Vegas.
Montoya, Josefina..	Town of Las Vegas.
Montano, Sabino....	Town of Las Vegas.
Ortega, Elvira..	Town of Las Vegas.
Ortega, Narcisso.....	City of Las Vegas.
Ortega, Jose ..	City of Las Vegas.
Ortiz, Juan..	Salinacio, N. M.
Ortiz, Felipe.....	City of Las Vegas.
Pena, Rafael....	San Mateo, N. M.
Rivera, Maximiliano.....	Guadalupita, N. M.
Sandoval, Jose.....	Casaus, N. M.
Sandoval Antonio.....	Casaus, N. M.
Sanchez, Vidal.....	Penasco, N. M.
Sanchez, Eulogio....	Corazon, N. M.
Sanchez, Antonio.....	Town of Las Vegas.
Sanchez, Simon.....	City of Las Vegas.
Sliva, Candido.....	Casaus, N. M.

TRAINING SCHOOL

Addy, Forest	City of Las Vegas.
Arellano, Tobias.....	Holman, N. M.
Addy, Nellie.....	City of Las Vegas.
Appel, Alvin.. ..	City of Las Vegas.
Bleistein, Floyd	City of Las Vegas.
Beede, Paul Leslie.....	City of Las Vegas.
Buck, Henrietta A.....	City of Las Vegas.
Baca, Emilie.....	City of Las Vegas.
Blanche, Keith.. ..	City of Las Vegas.
Boucher, Roy.....	City of Las Vegas.
Baca, Joseph....	City of Las Vegas.
Cheatham, Sterling.....	City of Las Vegas.
Chappell, Bessie....	Town of Las Vegas.
Condon, Rose	City of Las Vegas.
Cousins, Marguerite.. ..	City of Las Vegas.
Condon, Frank....	City of Las Vegas.
Comstock, Charlie.. ..	City of Las Vegas.
Callahan, Philip.. ..	City of Las Vegas.
Cheatham, Paul.. ..	City of Las Vegas.
Condon, Luella.. ..	City of Las Vegas.
Chambers, Neva.....	City of Las Vegas.
Condon, Nellie	City of Las Vegas.
Culley, Margaret.....	City of Las Vegas.
Coors, Lawrence.....	City of Las Vegas.
Cantrill, Edgar.....	City of Las Vegas.
Duerr, Margaret	Town of Las Vegas.
Dalrymple, Karl....	City of Las Vegas.
Danziger, Ethel.. ..	City of Las Vegas.
Eastman, Mildred....	City of Las Vegas.
Esquibel, Louis.. ..	City of Las Vegas.
Elliot, Harold.. ..	City of Las Vegas.
Faulkner, Beulah	City of Las Vegas.
Faulkner, Blanche.. ..	City of Las Vegas.
Flaiz, Edith.. ..	City of Las Vegas.
Faulkner, Faye.. ..	City of Las Vegas.
Forbes, DeWitt.....	City of Las Vegas.
Fest, Francis.. ..	City of Las Vegas.
Gowen, G. M.....	City of Las Vegas.
Gallegos, Solomon	City of Las Vegas.
Gallegos, Edmundo....	City of Las Vegas.
Grant, Raymond....	City of Las Vegas.

Goke, Christopher....	City of Las Vegas.
Gallegos, Josephine.....	City of Las Vegas.
Goke, Carolina.....	City of Las Vegas.
Gallegos, Amalia.....	City of Las Vegas.
Goke, Willie.....	City of Las Vegas.
Gribben, Velma.....	City of Las Vegas.
Gohlke, Herman.....	City of Las Vegas.
Grant, Elizabeth.....	City of Las Vegas.
Goldstein, Ethel.....	City of Las Vegas.
Hoskins, Leonard.. . . .	City of Las Vegas.
Hays, Mary.. . . .	City of Las Vegas.
Harper, Mureen.... . . .	City of Las Vegas.
Harper, Ethel L.....	City of Las Vegas.
Hays, Mercedes.. . . .	City of Las Vegas.
Harper, Ida.... . . .	City of Las Vegas.
Ilfed, Max	City of Las Vegas.
Ilfeld, Carl.. . . .	City of Las Vegas.
Jones, Lillian.... . . .	City of Las Vegas.
Jacquot, Walter C.....	Springer, N. M.
Kearse, James	Niles, Kans.
Kauffman, Juliet.... . . .	City of Las Vegas.
Lowry, Lorraine.. . . .	City of Las Vegas.
Lewis, Louis.. . . .	City of Las Vegas.
Lewis, Simon J.....	City of Las Vegas.
Lowry, Mary.....	City of Las Vegas.
Leseney, Royal M.....	City of Las Vegas.
Langton, Lena.. . . .	City of Las Vegas.
Lujan, Louie.. . . .	City of Las Vegas.
Long, Billie.....	City of Las Vegas.
Lacey, Leona.... . . .	City of Las Vegas.
Molloy, Dorothy..... . . .	City of Las Vegas.
McMath, Inah.. . . .	Raton, N. M.
Martin, Marjorie..... . . .	Old Mexico.
Michael, Carolyn.... . . .	City of Las Vegas.
Martinez, Manuel.. . . .	Las Truchas, N. M.
Moore, Sketchley.. . . .	City of Las Vegas.
Monroy, Rafaelita.....	City of Las Vegas.
Martinez, Julia.. . . .	Town of Las Vegas.
Moore, Frederick.... . . .	City of Las Vegas.
Moore, Susie.....	City of Las Vegas.
Morris, Arthur.. . . .	City of Las Vegas.
McMillan, Tommie.. . . .	City of Las Vegas.
Mueller, Nelson.... . . .	City of Las Vegas.

Nolan, Stella.....	Los Tanos, N. M.
Naranjo, Manuel.....	Pasamonte, N. M.
Noyes, Helen.....	City of Las Vegas.
Noyes, Ritchie.....	City of Las Vegas.
Plank, Elizabeth.....	Denver, Colo.
Peterson, Howard.....	City of Las Vegas.
Peppard, Essie.....	City of Las Vegas.
Rosenthal, Aileen.....	City of Las Vegas.
Rierson, Erie.....	City of Las Vegas.
Rife, Alberta.....	City of Las Vegas.
Robinson, Oliver.....	City of Las Vegas.
Reed, John S.....	City of Las Vegas.
Rife, Nona.....	City of Las Vegas.
Rees, Helen ..	City of Las Vegas.
Rhodes, Vernice.....	City of Las Vegas.
Rainey, Bertha.....	City of Las Vegas.
Rierson, Egbert.....	City of Las Vegas.
Rosenwald, Theodore A.....	City of Las Vegas.
Rierson, Annie.....	City of Las Vegas.
Rees, Jack.....	City of Las Vegas.
Robinson, Ernest.....	City of Las Vegas.
Raynolds, Richard.....	City of Las Vegas.
Sanchez, Philip.....	Mora, N. M.
Silva, Elias.....	Casaus, N. M.
Savage, Goldena.....	City of Las Vegas.
Skinner, Theodore.....	City of Las Vegas.
Sherbon, Anna.....	City of Las Vegas.
Strickfaden, Bennie.....	City of Las Vegas.
Saunders, Harry.....	City of Las Vegas.
Stowell, Harold.....	City of Las Vegas.
Simpkins, Leola	Town of Las Vegas.
Saunders, Arthur.....	City of Las Vegas.
Turner, Paul.....	City of Las Vegas.
Ullman, Frederick.....	City of Las Vegas.
Vallejos, Tobias.....	Town of Las Vegas.
Vigil, Elauterio.....	Town of Las Vegas.
White, Prentiss.....	City of Las Vegas.
Ward, Edward R.....	City of Las Vegas.
Wilson, Lanson.....	City of Las Vegas.
Webster, Sallie Joe.....	City of Las Vegas.
Webster, Mae.....	City of Las Vegas.
Ward, Katherine.....	City of Las Vegas.
White Kenneth.....	City of Las Vegas.
Well, Pauline.....	City of Las Vegas.

KINDERGARTEN

Barnes, Max....	City of Las Vegas.
England, Helen....	City of Las Vegas.
Fest, Lawrence....	City of Las Vegas.
Goldsmith, Abe.....	City of Las Vegas.
Heath, Julian....	City of Las Vegas.
Hoskins, Frances.....	City of Las Vegas.
Jones, Richard	City of Las Vegas.
Lowe, Louise.....	City of Las Vegas.
Lindemann, Floyd.....	City of Las Vegas.
Morley, Virginia.....	City of Las Vegas.
Morrison, Robert....	City of Las Vegas.
McMillan, Milton..	City of Las Vegas.
Raynolds, Edward..	City of Las Vegas.
Rhodes, William....	City of Las Vegas.
Rhodes, Joseph....	City of Las Vegas.
Ritschy, Russell ..	City of Las Vegas.
Raynolds, Ruth....	City of Las Vegas.
Sena, Pepa..	City of Las Vegas.
Stern Arthur....	City of Las Vegas.
Stowe, Leo....	City of Las Vegas.
Saunders, John....	City of Las Vegas.
Turner, Wm. Jefferson....	City of Las Vegas.
Ward, Winona W.....	City of Las Vegas.
Witten, Elda Bernice.....	City of Las Vegas.
Wheeler, Marjorie.....	City of Las Vegas.

SUMMARY OF ENROLLMENT

Normal and Academic.....	55
Sub Normal	45
Training School	156
Summer School (1908)	64
Music Department	30
Total.....	350
Names Repeated	12
Net Total..	338

Note: 40 or 50 applicants were not admitted to the training school for lack of room.



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